

University of Pennsylvania
School of Nursing

2005 SYLLABUS

Title: N749:
History, Health and Social Policy

Course Units: 1 c.u., 3 hours lecture seminar per week

Catalogue Description:

This course explores the impact of historical ideas, events, and actors on current issues in health and illness care. Topics include the movement from hospitals to health care systems; the changing definitions of professionalism and professional practice patterns; and the ways historical context shapes definitions of leadership roles and theoretical knowledge.

Placement: Spring Semester

Faculty: Patricia D'Antonio, RN, PhD
dantonio@nursing.upenn.edu

Pre-Requisites: Master's and doctoral student standing

Co-Requisites: None

Course Overview:

This course uses history as an intellectual framework for analyzing contemporary issues in health care practice, management, policy formulation, public health and research. It presents significant historical ideas, events, movements, institutions and actors within a chronological narrative from 1800 to the present. It simultaneously analyzes how particular points in the narrative illustrate the historical significance of social context, race, class, gender, politics and economics in structuring how leadership has thought about and responded to health and illness issues. Hence, by way of example, the historical development of nursing is examined through the lens of race to emphasize the importance of professions to a community's sense of place. Likewise, the historical development of specialization by both institutions and practitioners is discussed within the context of historical debates about the meaning of the power, authority, and valid scientific knowledge needed to affect the nation's health.

Other topics covered include changing ideas about the meaning of health and illness; the development of the professions and the paradigm of professionalism; the contingent notions of who should provide what kinds of care where; the comparable and contrasting implications of scientific theorizing for the development of both nursing and medicine; the rise of specialization in practice and policy planning; the historically contingent nature of ethical dilemmas; the impetus behind the movement of health and illness care

from home to hospital to home again; and the meaning of the contemporary movement to “health care systems.”

Central Objective:

The student will analyze the historical and theoretical precursors to contemporary health care issues with particular attention to historicizing the complexities, ambiguities, and contingencies facing those in contemporary leadership positions in practice, management, policy formulation, public health and research.

Contributory Objectives:

The student will explore how the broader intellectual and social context influenced how professions and institutions problematized and attempted to solve health and illness issues deemed important.

The student will analyze the historical processes influencing choices made and those discarded.

The student will analyze why and how some solutions succeeded; others failed; and still others produced unanticipated consequences.

The student will examine and critique secondary historical research for relevance to contemporary issues.

Teaching Methods: Lecture and seminar discussion

Evaluation Methods: Seminar participation (20%)
Seminar leadership (20%)
Book report (20%)
Paper (40%)

Required Texts:

Susan Reverby’s *Ordered to Care*

Laurel Thatcher Ulrich’s *A Midwife’s Tale*

Sioban Nelson’s *Say Little, Do Much: Nursing, Nuns and Hospitals in the 19th Century*

Julie Fairman and Joan Lynaugh’s *Critical Care Nursing: A History*

Karen Buhler-Wilkerson’s *No Place Like Home: Nursing and Home Care in America*

Joan Lynaugh and Barbara Brush’s, *American Nursing: From Hospitals to Health Care Systems*

Christopher Feudtner, *Bittersweet*

Weekly Topical Outline:

Week 1:	Introduction to the Course
Week 2:	Women and the Nation's Health
Week 3:	The History of Nursing
Week 4:	The Professionalization and Institutionalization of the Nation's Health Care Delivery System
Week 5:	Rethinking the Professional Paradigm: Practitioners
Week 6:	(Module to be selected)
Week 7:	Rethinking the Institutional Paradigm
Week 8:	Synthesis: Workforce Issues
Week 9:	(Module to be selected)
Week 10:	Synthesis: Thinking about Illness
Week 11:	Synthesis: 20 th Century Nursing Education and Practice
Week 12:	(Module to be selected)
Week 13:	Synthesis: Technology
Week 14:	Presentations

Total Theory Hours: 72 hours

Total Clinical Hours: 0 hours

Appendix A
NURS 749: Class Schedule and Readings
Spring 2005

*Readings will be distributed prior to class

Week 1: **Introduction**

Week 2: **Women and The Nation's Health**

Required: Laurel Thatcher Ulrich's *A Midwife's Tale*

Suggestions for Reports:

Elizabeth Pryor's *Clara Barton: Professional Angel*
Thomas Brown's *Dorothea Dix: New England Reformer*
Drew Faust's *Mothers of Invention: Women in the Slave Holding South*
Charles Rosenberg's, "Florence Nightingale on Contagion: The Hospital as Moral Universe"
Ellen Chesler's *Margaret Sanger and the Birth Control Movement in America*
Barbara Calloway, Hildegard Peplau: *Psychiatric Nurse of the Century*

Week 3: **The History of Nursing**

Required: Susan Reverby's *Ordered to Care*

Week 4: **The Professionalization and Institutionalization of the Nation's Health Care Delivery System**

Required: *Charles Rosenberg's "From Almshouse to Hospital: The Shaping of the Philadelphia General Hospital"
 *Kenneth Ludmerer's "The Flexner Report"
 *Rosemary Steven's "Technology and the Workers"

Suggestions for Reports:

Charles Rosenberg's *The Care of Strangers*
Rosemary Steven's *In Sickness and in Wealth*
Sandra Opdycke's *No One Was Turned Away*
Nancy Tomes' *A Generous Confidence: Thomas Story Kirkbride and the Art of Asylum Keeping*
Vanessa Gamble's *Making a Place for Ourselves*
Joan Lynaugh and Barbara Brush's *American Nursing: From Hospitals to Health Care Systems*
Celia Davies's *Gender and the Professional Predicament of Nursing*

Week 5: **Rethinking the Professional Paradigm: Practitioners**

Required: Sioban Nelson's *Say Little, Do Much*

Suggestions for Reports:

Katrin Schultheiss' *Bodies and Souls*
Gertrude Fraser's *African American Midwifery*
Charlotte Borst's *Catching Babies*
Darlene Clark Hine's *Black Women in White*
Whorton, *Nature Cures*

Week 6: **(Module to be selected)**

Week 7: **Rethinking the Institutional Paradigm**

Required: Karen Buhler-Wilkerson's *No Place Like Home*

Suggestions for Reports:

Emily Abel's *Hearts of Widsom*
Alan Kraut's *Silent Travelers*
Kathleen Jones' *Taming the Troublesome Child*
Samuel Preston and Robert Hayes' *Fatal Years*
Evelynn Hammond's *Childhood's Deadly Scourge*
Richard Meckel's *Save the Babies*

Week 8: **Synthesis: Workforce Issues**

Required: *Janet Geister, "Hearsay and Facts in Private Duty"
*ANA, "The General Duty Staff Nurse"
*Mountain, "Nursing-A Critical Analysis"
*White, "The General Staff Nurse Considers Herself and Her Job"
*West, "Estimating the Future Supply of Registered Nurses"
*USDHEW, "Toward Quality in Nursing: Needs and Goals"
*Altman, "Present and Future Supply of Registered Nurses"
*Spratley, "The Registered Nurse Population"

Spring Break

Week 9: **(Module to be selected)**

Week 10: **Synthesis: Thinking about Illness**

Required: Christopher Feudtner's Bittersweet

Suggestions for Reports:

Robert Aronowitz, Making Sense of Illness

James Whorton's Nature Cures

Baron Lerner's Breast Cancer Wars

Judith Leavitt: Brought to Bed

Week 11: **Synthesis: 20th Century Nursing Education and Practice**

Required: Joan Lynaugh and Barbara Brush, *American Nursing: From Hospitals to Health Care Systems*
Julie Fairman and Joan Lynaugh, *Critical Care Nursing: A History*
*Joan Lynaugh, "Academic Nursing Practice: Looking Backward"

Week 12: **(Module to be selected)**

Week 13: **Synthesis: Technology**

Required: *Margarete Sandelowski, "Toward a Theory of Technology Dependancy"
*Pelletier, et al, "The Impact of the Technological Care Environment on the Nursing Role"
*Julie Fairman, "The Nurse-Technology Relationship in the Context of the History of Technology"
*Cooper, "Care: Antidote for Nurses' Love-Hate Relationship with Technology"

Suggestions for Reports:

Keith Wailoo's *Drawing Blood*

Joel Howell's *Technology in the Hospital*

Margarete Sandelowski's *Devices and Desires*

Ruth Schwartz Cowan, *A Social History of American Technology*

Week 14: **Manuscript Presentations**

Modules:

Synthesis: Politics and Policy

Required: Paul Starr, *The Social Transformation of American Medicine*

Suggestions for Reports:

*Connolly, "Beyond Social History: Understanding the State of the State in Nursing History"

*Joy Buck, "Home Hospice vs. Home Health Care: Cooperation, Competition, Cooptation"

*Victoria Grando, "The ANA's Economic Security Program: The First 20 Years"

*A. Hardy, "The ANA's Influence on Federal Funding for Nursing Education, 1941-1984"

May also chose among the books and articles listed in the Public's Health module.

Synthesis: Women's Personal and Professional Networks

Required: *Ellen Baer, "Women and the Politics of Career Development: The Case of Nursing"
*Baldwin, "Discipline, Obedience, and Female Support Groups: Mona Wilson at the Johns Hopkins School of Nursing, 1915-1918"
Evelyn Benson, *As We See Ourselves: Jewish Women in Nursing*

Suggestions for Reports:

May also chose among the books and articles listed in the Gender, Science, and Nursing module

Synthesis: International Issues

One Required :

Lynaugh and Brush, *Nurses of all Nations*
C. Choy, *Empires of Care*
Feldberg and Ladd Taylor (eds), *Women, Health and Nation: Canada and the United States Since 1945*.
Kathryn McPherson, *Bedside Matters: The Transformation of Canadian Nursing*

Suggestions for Reports:

*Anderson, "To Work in the Garden of God: The Swedish Nursing Association and the Concept of Calling"
*Barreira, "The Beginnings of Nursing in Brazil"
*Allison Bashford, "Domestic Scientists: Gender and the Negotiations of Science in Australian Nursing, 1880-1910"
*Geertje Boschma, *The Rise of Mental Health Nursing: A History of Psychiatric Care in Dutch Asylums, 1890-1920*
*Barbara Brush, "Refuge and Refugee: Jewish Nurse Refugees and the International Council of Nurses"
*J. Watt, "Breaking into Public Service: The Development of Nursing in Modern China"
Shula Mark's *Divided Sisterhood*

Synthesis: Infectious Diseases

One Required:

Barbara Bates, *Bargaining for Life*
Allan Brandt, *No Magic Bullet*
J.H. Ellis, *Yellow Fever and the Public Health in the New South*
Nancy Tomes, *Gospel of Germs*
Nayan Shah's *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*

Synthesis: Specialization

Required: Julie Fairman and Joan Lynaugh's *Critical Care Nursing*

Suggestions for Reports:

Martin Pernick's *A Calculus of Suffering*
Jack Pressman's *Last Resort*
Rosemary Stevens, *American Medicine and the Public Interest*
Arlene Keeling, "Blurring the Boundaries Between Medicine and Nursing: Coronary Care Nursing, Circa 1960"

Synthesis: Midwifery

Required: *Janet Brickman, "Public Health, Midwives, and Nurses, 1880-1930"
*Korbin, "The American Midwife Controversy"
*Katie Dawley, "Ideology and Self-Interest: Nursing, Medicine and the Elimination of the Midwife"
*Omisola Jones, "Knowledge Systems in Conflict: The Regulation of African American Midwifery"
*Karen Kruse Thomas, "A Law Unto Themselves: Black Women as Patients and Practitioners in North Carolina's Campaign to Eliminate the Midwife"
*M. Dye, "Mary Breckinridge, the Frontier Nursing Service, and the Introduction of Nurse-Midwifery in the United States"

Synthesis: Alternative and Complementary Practices

One Required: James Whorton's *Nature Cures*
Numbers and Amundsen, eds, *Caring and Curing: Health and Medicine in Western Religious Traditions*.

Synthesis: War

Required: Anne Summers, *Angels and Citizens*

Suggestions for Reports:

Harriet Donner, "Under the Cross"
Jane Schultz, "The Inhospitable Hospital: Gender and Professionalism in Civil War Medicine"
Elizabeth Norman, *Women at War*
Elizabeth Norman, *We Band of Angels*
Mary Sarnecky, *A History of the US Army Nurse Corps*
Anne Wood, "The War Within a War: Women Nurses in the Union Army"

Synthesis: Ethics and Practice

Required: Reverby, *Tuskegee Truths*

Suggestions for Reports:

James Jones, *Bad Blood*
Ian Dowbiggin, *A Merciful End: The Euthanasia Movement in Modern America*

Synthesis: Ethics and Professionalism

Required: B. R. McFarland-Icke, *Nurses in Nazi Germany*
*Susan Benedict, "The Nadir of Nursing"

Synthesis: Public's Health

One Required: Richard Merkel, *Saving Babies*
Nancy Tomes, *Gospel of Germs*
Susan Smith's *Sick and Tired of Being Sick and Tired*
Nayan Shah's *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*
Gerald Markowitz and David Rosner, *Deceit and Denial: The Deadly Politics of Industrial Pollution*
Peter English, *Old Paint: A Medical History of Childhood Lead Paint Poisoning in the United States to 1980*

Suggestions for Reports:

Any of the above, and

Elizabeth Temkin, "Turn of the Century
Perspectives on Venereal Disease"
Karen Buhler-Wilkerson, "False Dawn"

Synthesis: Gender, Nursing, and Science

One Required: Margaret Rossiter, *Women Scientists in America: Before Affirmative Action*
Ellen More, *Restoring the Balance: Women Physicians 1850-1955*

Suggestions for Reports:

- *Rossiter, M. Which Science? Which Women?
- *Fairman and D'Antonio, "Virtual Power"
- *D'Antonio and Fairman,
- *Fairman, "Delegated by Default or Negotiated by Need?"
- *Sabin, "Unheralded Nurses: Male Caregivers in the 19th Century South"
- *Scott, "Gender: A Useful Category of Historical Analysis"
- *Arlene Tuchman, "Marie Zakrzewska and the Multiple Meanings of Science in 19th Century America"

Appendix B:
NURS 749: Course Requirements
Spring 2005

1. Lead one class seminar: (20%)
 - a. Prepare an oral summary of the selected seminar's required readings.
 - b. Prepare a written agenda for class discussion that emphasizes contemporary issues raised by the required readings.
 - c. Maintain a seminar focus on both the historical material and the contemporary relevance.
2. Present (with a written report to the instructor) one analysis and critique of a selected report: (20%)
 - a. As the hope (not expectation) would be that this assignment will produce a publishable book review, the form and formatting of this assignment depends on that required by the identified journal.
 - b. In general, this book report would include a summarization of the content; an analysis of the book's strengths and weakness; and an analysis of the relevance of the book to contemporary health care issues.
3. Active class participation: (20%)
 - a. In addition to seminar participation, each class member must e-mail two questions to be considered each week to all other class members.
4. Major Paper: (40%)
 - a. Prepare a "publication ready" manuscript that analyzes the historical roots of a health care topic of particular contemporary relevance to the student. Topic to be determined in collaboration with the instructor.
 - b. This assignment requires a student to pick a journal he/she reads (identify an audience); prepare a manuscript that reviews the content, analyzes the history; and explores the implications of that history for peers. The student would follow the form, structure outlined by the identified journal.
 - c. Expectation would also be that student provide appropriate documentation for both historical arguments and contemporary relevance.